

QUESTIONS AND ANSWERS REGARDING THE REQUEST FOR PROPOSALS FOR DEVELOPMENTAL AND CONTENT STANDARDS

The answer to the questions regarding the Developmental and Content Standards RFP are listed below. Answers appear in **red**.

1. RFP Page 1, Timetable states “Closing date for receipt of bid proposals May 21, 2010. Completion of contract negotiations; start of contract process June 21, 2010.” On what date will the successful respondent be notified of the award of the contract? Please indicate how the successful contractor will be notified (e.g., telephone, e-mail, etc.).
E-mail
2. RFP page 1, Timetable states “Standards presented to ABDPS in September 2010.” Are the standards to be presented in person by the respondent?
Yes
3. RFP page 1, Timetable states “IDOE provides to respondent feedback from ABDPS and IDOE October 8, 2010.” Will feedback be presented verbally or in writing? How detailed will the feedback be, or will feedback received be at the general policy level?
Board members will provide feedback at the September meeting. It is likely some members will provide detailed feedback while others will provide general policy feedback.
4. RFP page 1, Timetable states “Respondent submits final version of standards to IDOE December 10, 2010.” How are standards to be submitted? Will they be submitted via a presentation or via an electronic submission?
Electronic
5. RFP page 1, Background states “ABDPS to adopt teaching standards.” Will the adopted teaching standards be used as a basis for developing teacher certification tests?
Yes
6. RFP page 1, Background states “IDOE seeks to align Indiana’s teacher standards with the Common Core standards.” Will the Common Core standards be aligned to teaching standards in English and Math? Will they be aligned for Elementary, Middle, and High School levels?
Yes, Yes
7. RFP page 1, Background states “IDOE seeks to utilize the knowledge and expertise of the NCTQ.” Will the respondent be asked to interact directly with representatives from NCTQ? If so, will that interaction be in-person? Who from NCTQ will be the contact person?
Respondents should consult and incorporate recommendations from The NCTQ Teacher Policy Yearbook from recent years.
8. RFP page 1, Background, states “IDOE seeks to utilize the knowledge and expertise of the NCTQ.” Will members of the NCTQ review respondent materials during the submission process? Will members of the NCTQ review respondent materials during the standards generation process?
IDOE will request NCTQ to review teacher standards drafts if NCTQ can provide time.
9. RFP page 1, Deliverables. We are unclear for which fields IDOE wants standards developed, and at what grade level(s) each standard is to be directed. Can you please confirm specifically that standards are to be

developed for each of the fields listed below, and identify which grade level(s) each standard will encompass?

- 1)Career and technical education, agriculture 5-9, 5-12
 - 2)Career and technical education, business and services technology 5-9, 5-12
 - 3)Career and technical education, marketing 5-9, 5-12
 - 4)Career and technical education, family and consumer sciences 5-9, 5-12
 - 5)Career and technical education, health occupations 5-9, 5-12
 - 6)Career and technical education, trade and industrial education 5-9, 5-12
 - 7)English/language arts
 - 8)Exceptional needs – mild
 - 9)Exceptional needs – intense
 - 10)Exceptional needs – deaf and hard of hearing
 - 11)Exceptional needs – blind and low vision
 - 12)Mathematics
 - 13)Reading
 - 14)Science, life science
 - 15)Science, physical science
 - 16)Science, physics
 - 17)Science, chemistry
 - 18)Science, earth/space science
 - 19)Social studies, economics
 - 20)Social studies, geographical perspectives
 - 21)Social studies, government and citizenship
 - 22)Social studies, historical perspectives
 - 23)Social studies, psychology
 - 24)Social studies, sociology
 - 25)School setting developmental standards for early childhood education P-3
 - 26)School setting developmental standards for elementary education K-6
 - 27)School setting developmental standards for middle school 5-9
 - 28)School setting developmental standards for secondary education 5-12
 - 29)School setting developmental standards for P-12 P-12
- All fields are required standards for development.
Unless noted, all areas should have P-3, K-6, 5-9, 5-12, and P-12 grade levels.

10. RFP, Page 2, Deliverables states “Develop content, if needed, based on most recent research, but primarily revise formatting to match teacher standards developed under section 1 above, for the following set of subjects.” Is it correct to assume that teacher standards already exist for these fields, listed below?

- 1)Adaptive physical education
- 2)Business
- 3)Communication disorders
- 4)Computer education
- 5)Driver and traffic safety
- 6)English as a new language
- 7)Fine arts, visual arts
- 8)Fine arts, vocal and general music
- 9)Fine arts, instrumental and general music
- 10)Fine arts, theater arts
- 11)Fine arts, dance
- 12)Health education
- 13)High ability
- 14)Journalism
- 15)Library/media
- 16)Physical education
- 17)Technology education

18)World language

Teaching standards for the state are located at the following:

www.doe.in.gov/educatorlicensing/teacherindex.html

11. RFP, Page 2, Deliverables states “Develop content.” Does this mean add content to existing standards as listed above in our question 9, or does this mean that the respondent should just revise the format of the content of the existing standards, as listed above in our question 9, to match the format of the new standards that will be developed?
Standards in all areas should match up in format and content.
12. RFP, Page 2, Deliverables states “Align those standards with the national Common Core standards and Indiana Academic standards, providing alignment summary documents for Common Core subjects.” Please confirm that the standards developed for the subjects listed in our questions 8 and 9 are to be aligned at teacher level standards and rigor to teach Common Core and Indiana Academic standards.
Yes
13. RFP, Page 2, Deliverables. Is the respondent to create tables that display the correlation between the Common Core student standards and the newly created Indiana teacher standards? For which Indiana teacher standards listed in our questions 8 and 9 above should the respondent create correlation tables? How many tables are being requested?
Format is up to the respondent for English/language arts and mathematics, which are the areas covered by the Common Core standards.
14. RFP Page 2, Specific Needs requests “Anticipated cost structure per subject area, in the case where a respondent proposes to develop standards in more than one content or developmental area.” In what format should the anticipated cost structure per subject area be provided?
This is up to the respondent but should be clear and easy to interpret.
15. RFP page 4, Responses, states “Please send the information requested above in a PDF or MS Word document to pmapes@doe.in.gov.” What is the file size limit that can be received via email?
 - a. If the file size of the response is larger than the file size limit, may the respondent provide, via email, a secure web address and instructions for the IDOE to upload the response? If a secure web address and instructions are not acceptable, may the respondent provide another type of secure location with instructions for the IDOE to upload the response?
 - b. If the file size of the response is larger than the file size limit, may the respondent mail to the IDOE response materials, which could include a CD-ROM of the response, a bound or unbound paper response, and/or a bound or unbound paper response appendix, which may include pre-printed materials that the IDOE may find useful? If it is acceptable to mail response materials, in what format should response materials be provided?
 - c. If it is not acceptable to provide the response for secure web upload or to mail response materials, please indicate the preferred format for submission of a response that has a file size larger than the file size limit.**E-mail or CD-Rom is preferred. If it exceeds the limit you may contact DOE and a secure site will be established.**
16. RFP, Page 4, Responses, indicates that “responses will be considered public information once an award decision is made.” If a bidder wants to submit confidential or proprietary information in their response but does not want such information to become public, does the state agree that a bidder can designate such information as confidential or proprietary so that it will not be disclosed publicly?
Yes but respondent may only mark confidential content that is confidential under IC 5-14-3-4(a).
17. RFP, Exhibit A, Section 17, Employment Option. We presume that the circumstances leading the State to offer employment to an employee of the Contractor would only be through customary employment

processes (job advertising, application, etc.) and the decision to take such a position with the State would be at the sole option of the employee. Is this correct?

Yes

18. To what degree will we be asked to collaborate with colleagues in Indiana through the drafting process? If collaboration is desired, with whom? What form would that collaboration need to take (e-mail, phone conferences, in person)?

IDOE has no preferences. Respondents can make its own recommendations in the proposal.

19. The RFP indicates that a draft is due August 9th -- Is the timetable for the first draft firm (i.e. six weeks from contract to first draft)? The RFP also indicates that a final version is due December 10th after getting back respondent feedback two months earlier; how many intermediate drafts between feedback and final are anticipated?

This will be based upon the number of comments and a reasonable amount of time.

20. While the RFP clearly calls for infusing the teacher standards with up-to-date content, to what extent do you want to preserve different aspects of the current standards? Does IN want to preserve the current format (each standard has sub sections and "sub- standards" for performances, knowledge, and dispositions)?

Substandards are acceptable, but format should be as simple as possible and be able to be correlated to licensure testing. Therefore, IDOE believes that dispositions are unnecessary and it is even possible that knowledge and performances may be able to be combined, but respondent is free to propose as it sees fit.

21. In moving to teacher standards that reflect the Common Core Standards, the question arises about how best to address the differences in content from the present standards which are not differentiated by grade level and the Core which is. The current way that the IN standards address differences in grade levels for teachers is through "guidelines" that are not grade specific (Early Childhood, Middle Childhood, Early Adolescence, Adolescence and Young Adult). Does IN wish to retain these groupings or does it want to shift to grade-span /content specific standards (e.g. something like k-2, 3-5, 6-8, 9-12, or even more specific when, say, at higher levels different types of knowledge is required to teach algebra versus calculus)?

Yes, IDOE wants to switch to the licensure areas.

22. The RFP suggests that we could choose to take on only some content areas. Do you have in mind a minimum number of content areas for a respondent to take on in order to best meet your needs?

No, but core content areas are a priority.

23. Number two of the deliverables is confusing. If I bid on less than all of the standards areas in number one, do I have to bid on any of those listed in number two? Can I only bid on some of the ones in number two?

No, Yes

24. Is there a maximum budget amount or budget range that is expected to be funded?

- a. Some of the standards have not been revised for 10 or more years. To fully develop current standards I believe requires expert opinions and external review. I don't see how this can happen between June 21 and August 9, 2010. How rigid are these dates?

All proposals will be reviewed to determine the appropriate budget amount. The dates can be negotiable based on the respondent's proposal.

25. The tight deadlines imply that an entity has already been identified to do this work. Is this a truly open RFP?

Yes, this is truly an open RFP.

26. Are the respondents to this standards development RFP automatically prohibited from responding to any future RFP's in Indiana related to licensure?

No

27. The common core standards are developed for selected subject areas (e.g. English/language arts, mathematics, science, and social studies). For those subject areas for which there are no newly developed Common Core standards, would IDOE expect the current Indiana teacher standards to play a role in the development of the new standards?
No
28. Please provide detail concerning how the development of standards in those subject areas for which no Common Core standards exist would occur.
Correlate them with the Indiana Academic Standards and/or national research like Scientifically Based Reading Research for the content area of reading.
29. Are the content standards of the specialized professional associates (SPAs) acceptable starting points for content standards not covered in the Common Core?
Yes
30. Does IDOE desire that groups of Indiana stakeholders be involved in the development of the teacher standards?
Not necessary
31. Would IDOE like the Contractor to determine development team demographic requirements (e.g., diversity by genders, race/ethnicity, developmental level of students taught, and the like)?
This is up to the respondent.
32. Please provide as much detail as possible regarding IDOE's preferences?
This is up to the respondent.
33. Does IDOE wish to discontinue the use of the "Knowledge/Disposition/Performance" format used in the current Indiana Professional Teacher Standards?
Yes
34. If yes, is there a format that IDOE intends to use to replace the "Knowledge/Disposition/Performance" format?
Please refer to the NCTQ State Teacher Policy Yearbooks and the recommendations made within.
35. Does IDOE wish to align the new Indiana Professional Teacher Standards to the soon-to-be-completed revised Interstate New Teacher Assessment and Support Consortium (INTASC) standards?
No
36. What does IDOE consider "scientifically-based research" in relation to teacher standards?
**Please refer too national sources like the following:
<http://www2.ed.gov/nclb/methods/whatworks/research/index.html>
<http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml?src=az> and
<http://www.aera.net/Default.aspx?id=6790>**
37. Please provide an example of the scientifically-based research in this context?
An example is Scientifically-Based reading Research consisting of the five elements of phonemic awareness, phonics, fluency, vocabulary, and comprehension as supported bythe National Reading Panel.
38. Does the notification and approval of any changes to staff apply to personnel who are designated as "key" employees only?
Yes

39. Will Indiana consider or accept exceptions and clarifications to any of the contract provisions?
Yes, subject to the approval of the Indiana Department of Administration and the office of the Attorney General.
40. Will this contract include federal funding? If so, will it be “stimulus” funding under the American Recovery and Reinvestment Act (ARRA)?
No
41. Does the last sentence, “The State shall **not** provide such indemnification to the Contractor,” mean that the State will not indemnify the Contractor against claims resulting from acts or omissions of the State and/or its employees?
Yes
42. Does IDOE desire a specific percentage participation requirement for minority and women’s business enterprises?
IDOE will be consistent with Minority and Business enterprises requirements as set forth in Indiana State statute and in Indiana Administrative Code
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